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BULLETIN OF
Alabama College
The State College for Women


The 1937
INTER-HIGH SCHOOL MEET



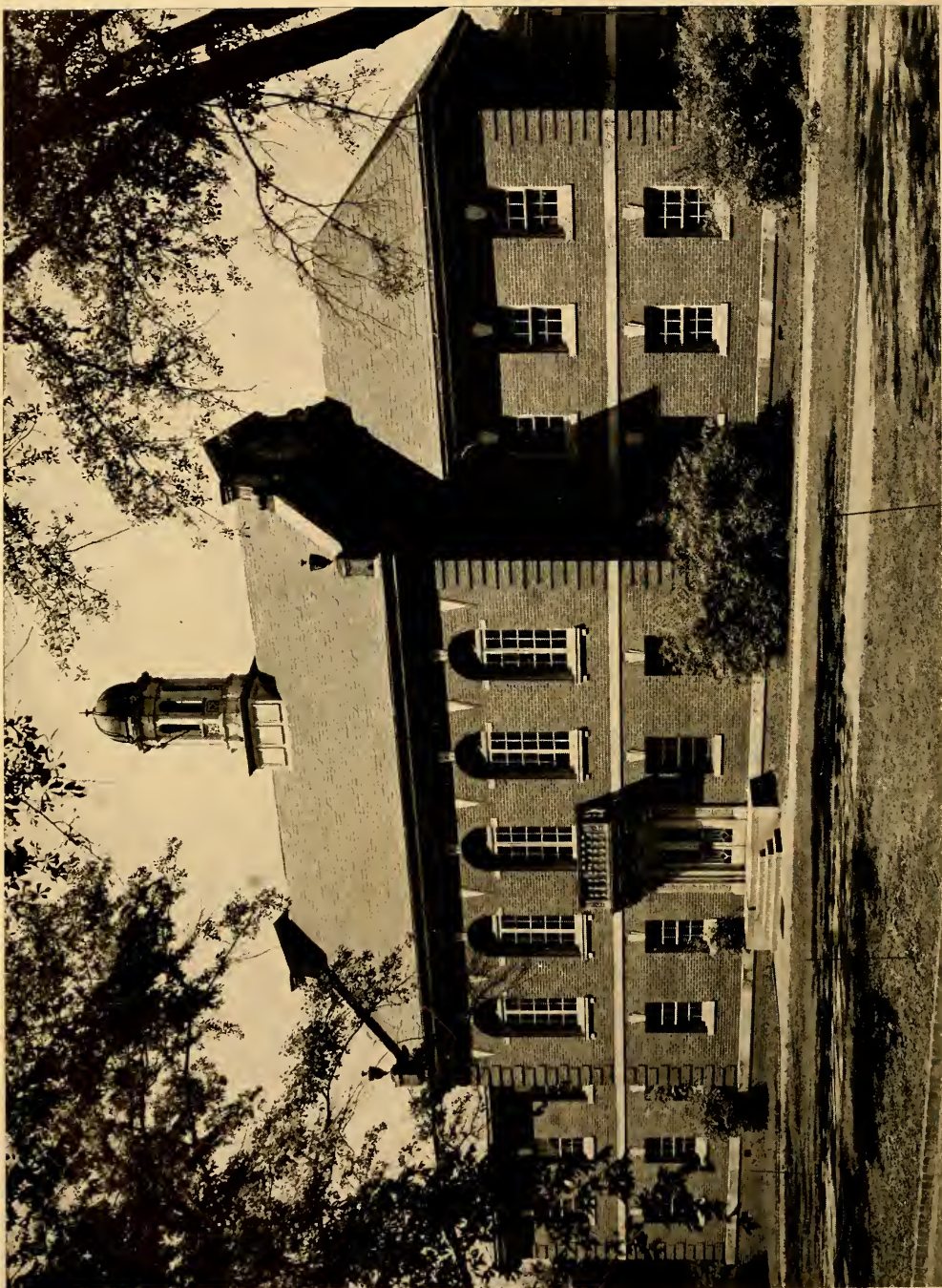
Extension Division
SUPPLEMENT A

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Montevallo, Alabama

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CALKINS HALL, HOME OF THE MUSIC DEPARTMENT AT ALABAMA COLLEGE, WHERE MUSICIANS FROM ALABAMA HIGH SCHOOLS WILL BE HEARD DURING THE 1937 INTER-HIGH SCHOOL MEET.

The 1937
Inter-High School Meet

March 26, 27 at
ALABAMA COLLEGE
Montevallo

ORGANIZATION

COMMITTEE ON ARRANGEMENTS

W. J. Kennerly, Chairman
M. L. Orr, Assistant

ATHLETICS

(Under Alabama High School Athletic Association)

Alfreda Mosscrop, Chairman
Elsa Schneider, Assistant

HOME ECONOMICS

Lois A. Ackerley, State Chairman

MUSIC

H. D. LeBaron, State Chairman

SPEECH AND DEBATE

Ellen-Haven Gould, State Chairman

HISTORY

In the spring of 1923 Alabama College initiated a State Basketball Tournament for high school girls. It was organized largely by Dr. O. C. Carmichael, then Dean of the College; Miss Rebecca Funk, then Head of the Physical Education Department; Miss Minnie Sellers, an outstanding Physical Education Supervisor in the State; and Dr. M. L. Orr, Director of the Training Schools.

The contests were extended beyond basketball to other fields of activity in the second year, high schools sending exhibits of their work in Clothing and Art; and Speech students to compete in a State Declamation Contest. Music was added in 1925 with contests in Piano, Voice, and Violin.

The State Girls' Athletic Association, which was founded at the first Basketball Tournament and which sponsored the event for the first three years, was absorbed by the Alabama High School Athletic Association in 1925.

This Association in 1928 appointed a committee of directors of health and physical education for girls to prepare a comprehensive program of athletics for high school girls which would stimulate interest in a wide range of activities. The formulation of a State point system for junior and senior high schools girls resulted. This was approved by the State Department of Education and made a part of the program of the Division of Physical and Health Education.

The State High School Athletic Association recommended in 1929 the establishment of a State Play Day, for the winners of school and State letters under the point system, and its substitution for the Basketball Tournament.

The College invited winners of school or State letters under the point system to a three-day program in 1930, and four hundred sixteen girls from thirty-seven schools accepted.

The high attendance mark of approximately fifteen hundred has been attained in a single year by the Inter-High School Meet in all its phases.

GENERAL INFORMATION

Objectives

The program of Alabama College, in addition to its courses leading to the A.B. degree, includes the four special fields of the Inter-High School Meet—Music, Speech, Home Economics, and Physical Education. These subjects vital to the needs of young women have not been given full recognition in some high schools. The College, therefore, serves the State doubly by promoting interest in these fields among the high schools as well as on its own campus.

Furthermore, by bringing together high school representatives to enjoy for a few days the atmosphere of college life, the Inter-High School Meet stimulates the interest of hundreds of girls who otherwise might not realize the advantages of continuing their preparation for life's work.

Entertainment

Alabama College cares for the board and lodging of the contestants and their chaperons during the Meet. The high schools' only expense in sending their students is the cost of transportation, and a registration fee of \$1.50 for schools entering the Home Economics, Music, and Speech contests. Schools entering the Play Day **only** will not be required to pay this fee.

Men chaperons will be entertained in private homes, but the College will not be able to provide for bus drivers or others not designated as chaperons or officials. Board and lodging may be obtained at nominal rates in Montevallo boarding houses. Each visitor expecting to stay in the College dormitories must bring two sheets and a pillow case.

The College will not be prepared to furnish meals to visitors before breakfast, Friday, March 26, or after noon lunch, Saturday, March 27.

Participation

Any Alabama high school, public or private, accredited or non-accredited, can participate in all contests except Play Day, for which membership in the State High School Athletic Association is required.

All individuals offering exhibits or taking part in contests must be approved by high schools at which they are bona fide undergraduate students.

Entry Blanks

A school or individual desiring to enter any phase of the Meet will fill out and mail to Mr. W. J. Kennerly, the General Chairman, by **March 19**, the **General Entry Blank** enclosed in the back of this bulletin.

The second and only other blank to be filled out and mailed is the **Official Registration List for State Play Day**, found in the Play Day section of this bulletin. The Official List must be mailed to the Secretary of the Alabama High School Athletic Association by **March 18**.

Prompt mailing of these two lists is essential if contestants are to be eligible, and their entertainment is to be arranged:

Chaperons

Each school represented is expected to have at least one woman chaperon for every 25 students. Chaperons will be assigned rooms near their students, and will be responsible for their conduct at the College.

STATE PLAY DAY

Friday, March 26, 10 A. M., to Saturday, March 27, 12 Noon

An invitation to attend State Play Day is extended to all girls who fulfill the requirements set up by the State High School Athletic Association. These regulations were published in Supplement No. 2, Point System for High School Girls, October, 1936, and are as follows:

"To be eligible for the 1937 State Play Day a girl who attended the 1936 State Play Day must submit by March 1, 1937, an application for a school and a state award (1,200 points) and have it approved soon after this time. A graduating senior is eligible if she submits by March 1, 1937, and has approved soon after then, an application for a school award (800 points). All others, those who did not attend the 1936 State Play Day, must have submitted by June 1, 1936, and had approved soon after that date an application for a school award (800 points) and, also, submit by January 1, 1937, and have approved soon after this date an application for a state award (400 points)."

All applications for awards should be submitted to the Chairman of the District Women's Committees of the Alabama High School Athletic Association, who are as follows:

District I

- Section 1. Miss Margaret Thomason, Murphy High School, Mobile.
- Section 2. Miss Lesa Kirk, Brewton.

District II

- Section 1. Miss Lela Holland, Young Junior High, Dothan.
- Section 2. Miss Lucy Lee Pruett, Andalusia.

District III

- Section 1. Miss Anne Walker, York.
- Section 2. Mrs. Eugenia Morrow Averyt, Orrville.
- Section 3. Miss Ruby Nell Davis, Montgomery County High School, Ramer.

District IV

- Miss Estelle Hightower, Auburn.

District V

- Section 1. Mrs. M. H. Wilbourne, Holt.

Section 2. Mrs. F. A. Mitchell, Mortimer Jordan High, Morris.

District VI

Miss Louise Shelton, Anniston.

District VII

Section 1. Mrs. J. O. Richardson, Voc. High, Cherokee.

Section 2. Miss Mary Catherine Granade, Sulligent.

District VIII

Section 1. Miss Mary Noble Oliphint, Athens College, Athens.

Section 2. Miss Stella Whaley, Snead Seminary, Boaz.

Eligibility Lists

The official eligibility list giving the names of and other information concerning the girls who are to take part in Play Day must be sent to Mr. Stough, Secretary of the Alabama High School Athletic Association by March 18, 1937, and must be signed by the school principal. No lists will be accepted after this date. The Official Registration List on page 11 of this bulletin should be used. The General Entry Blank giving names and other information should be sent by March 19, 1937, to Mr. W. J. Kennerly, Montevallo, Alabama, in order that room reservations may be made. This form is enclosed in the back of this bulletin. **Kindly note that there are two blanks to be sent in, the one to Mr. Kennerly, and one to Mr. Stough.**

The Point System

The point system has been revised, and new record forms adopted. Full explanations of the system are given in the new State Course of Study in Health and Physical Education for High School Girls, issued free to teachers by the State Department of Education, and a sample point system record form can be secured free of charge from the State Department of Education. A school may make its own records from the sample, or buy printed forms from the Wetumpka Printing Company, Wetumpka, Alabama, for ten cents each for from one to five copies, or for less if a large number is ordered.

Schedule

Play Day will open officially with a general meeting Friday at 10 a. m. in Palmer Hall. Prior to this hour, each

teacher and her girls must have registered with Miss Minnie Sellers in the study room of West Wing in Main Dormitory. Each girl should be in Montevallo early enough to get her room assignment before this time. At 11 a. m. Play Day participants will meet at the Gymnasium for assignment to teams, and at 12 noon there will be a general meeting at the field. Activities will begin at 2:30 p. m., and supper will be at Camp. On Saturday, activities will resume at 9:15, and Play Day will end with a general meeting on the field at 11:30.

Play Day Activities

The following activities will be included in the program on Friday and Saturday: Folk Dancing, Curtain Surprise Ball, Throw-down Baseball, Relays, Mass Games, Play Day Drive Ball, Stunts and Tumbling, Tenniquoit, Darts, Shuffle-Board, Rope-Jumping, Modified Track, Basketball and Soccer skills, etc.

Besides the State Course of Study, the following references are given for these activities: Bancroft, J. R., **Games for the Play Ground, School, and Gymnasium**; LaSalle, Dorothy, **Play Activities for Elementary Schools**; **Spalding Guides, Numbers 115R, 121R, 116R**, published by the American Sports Publishing Company, 105 Nassau Street, New York, N. Y.

Physical Education Teachers

Following the supper at Camp Friday evening, there will be a meeting of all physical education teachers for discussion of the course of study and the point system.

Teachers are urged to read the many excellent articles in the following 1936-37 Spalding Guides: **Basketball for Women, Soccer for Women, and The Women's Hand Book.**

Sources of Information

For additional information concerning State Play Day write to Mr. W. J. Kennerly, General Chairman, Montevallo; for Point System Information write to Miss Minnie Sellers, Jacksonville; and for eligibility information write to Mr. Sellers Stough, Secretary, Alabama High School Athletic Association, Box 1425, Birmingham.

Additional Instructions for Play Day

1. Play Day guests should arrive not earlier than Friday morning, March 26. The first meal served will be breakfast on that day. The last meal served will be lunch

Saturday. If exceptions are necessary, the request and reasons should be sent to the General Chairman.

2. Play Day entrants are requested not to enter other events because of limited time.

3. Each girl is requested to bring tennis shoes and a gymnasium suit, suitable for playing out of doors. Please bring warm clothes for out-of-doors in case of cold weather. Each girl is requested to wear her point system emblem.

4. Only girls who are eligible to participate can be entertained by the College.

5. Teachers will be assigned rooms adjoining those of their groups and will be responsible for their conduct at all times.

6. Teachers are requested to see that the attire of their groups is correct. Dresses are to be worn at all times except during participation in the events of Play Day. Gymnasium suits are never to be worn on the front campus, in the parlors of the dormitories, or in Palmer Hall.

Alabama High School Athletic Association

OFFICIAL REGISTRATION LIST FOR STATE PLAY DAY
(This Blank Must Be Submitted by March 18, 1937)

_____Alabama

_____1937

Mr. Sellers Stough, Secretary,
Box 1425,
Birmingham, Alabama.

I have assured myself that according to records on file
in my office all girls whose names appear below are eligible
by the rules of the Alabama High School Athletic Associa-
tion to represent the _____High
School in the annual State Play Day to be held at Alabama
College, Montevallo, on March 26 and 27, 1937.

SENIOR HIGH SCHOOL		JUNIOR HIGH SCHOOL	
Last Name	First Name	Last Name	First Name
1. _____	_____	13. _____	_____
2. _____	_____	14. _____	_____
3. _____	_____	15. _____	_____
4. _____	_____	16. _____	_____
5. _____	_____	17. _____	_____
6. _____	_____	18. _____	_____
7. _____	_____	19. _____	_____
8. _____	_____	20. _____	_____
9. _____	_____	21. _____	_____
10. _____	_____	22. _____	_____
11. _____	_____	23. _____	_____
12. _____	_____	24. _____	_____

Respectfully,

_____Chaperon

_____Principal.



HOME ECONOMICS

The State Department of Education is cooperating with Alabama College in the State Home Economics Meet for high school girls to be held as a part of the Inter-High School Meet at Montevallo on March 26, 27, 1937. Only regularly enrolled high school students taking home economics are eligible to enter.

Entries for the Home Economics Contest include:

1. Home Economics Year Book
2. High School Girl's Wardrobe
3. Personal Account Book
4. Personal Account Book with Budget
5. Child's Play Dress and Bloomers
6. Boy's Wash Suit
7. Food Preparation
8. High School Girl's Costume
9. Afternoon Dress or Church Costume
10. Meal Planning objective test
11. Nursery School objective test

Additional information may be obtained from Mr. W. J. Kennerly, General Chairman, Alabama College, Montevallo.

PLANS

The Home Economics Meet is a non-competitive meet. All school entries are on the same basis. Judging of entries is done by the high school teachers of Home Economics whose students participate in the meet. The schedule of events is so arranged that all teachers may observe all entries. There will be no time overlapping of entries. The judging will be expressed in terms of levels of performance, as: Levels one, two, and three, indicating levels superior, good, and acceptable. Teachers judging the various entries will have time to discuss the article or performance under consideration. Teachers attending the meet with entries in Entry 7 may observe during the performance.

Before arranging for the particular entries, students should familiarize themselves with all the conditions and requirements of the entry. The Meet is so planned that all teachers having entries may assist or be present at any event.

TRIP TO THE STATE CONTEST

To the Winners in Local Contests:

It is an honor for a student to have been chosen in the local contest to represent the best home economics work done in her school. Contestants are urged to remember their obligation to themselves, to their teachers and schools, and to the field of Home Economics to maintain high standards in appearance and conduct because this is a part of their Home Economics Training.

SCHEDULE

Friday, March 26

Morning

- 8:30- 9:30 Registration of all home economics entries in Bloch Hall.
9:30-10:00 Arranging and evaluating exhibits 1, 2, 3, 4.
10:00-11:00 General Meeting, Palmer Hall.
11:00-12:00 Entry 10.

Afternoon

- 2:30- 4:30 High School Girl's Costume, entry 8.
4:30- 5:30 Evaluating exhibit 5, 6.

Saturday, March 27

Morning

- 8:00- 9:00 Food Preparation, entry 7, group A.
9:00-11:00 Afternoon dresses modeled and judged, entry 9.
(Entries of long and short dresses)
11:00-12:00 Food Preparation, entry 7, group B.

Afternoon

- 2:30- 3:30 Nursery School Objective Test, entry 11.
3:30- 4:30 Food Preparation, entry 7, group C.
4:30- 5:00 Teachers' Discussion of Meet Findings.

DESCRIPTION OF EXHIBIT ENTRIES

SCHOOL ENTRIES

Entry No. 1—Home Economics Year Book

(Judged by Score Card on page 19.)

A portfolio showing the various means used for acquainting the school and community with the work of the home economics department. This should include a brief outline and description of activities, news items (give dates and publications), photographs, and other materials pre-

senting the year's publicity program of the department. The material should be mounted on uniform size and type of paper about 8½"x11" and bound together. Material larger than this, such as posters or exhibits, should be reduced to scale by drawings or by photographs of them.

Entry No. 2—High School Girl's Wardrobe

(Judged by Score Card on page 19.)

This wardrobe will include two complete costumes suitable for high school girl and will be exhibited as a unit. This is a school entry stressing the ability to select attractive and suitable garments and combine them in a wardrobe, emphasizing wise choosing and spending. Only one wardrobe may be entered by a school. Each wardrobe must include all articles mentioned below, including:

- A. A school costume.
- B. A costume suitable for informal afternoon and for church.
- C. Underwear and accessories for both.

The costumes should be suitable for the community in which the pupils live. Each costume must be complete, including undergarments, shoes, and hose. The church costume should include a hat. One sleeping garment should be included. The articles need not belong to one girl or be of the same size. An itemized list of the retail cost for all the articles in the wardrobe must be included with the entry. In judging the entry consideration will be given to the total cost of the wardrobe in relation to its attractiveness, suitability and practicability. An inexpensive wardrobe that fulfills these requirements will be given preference over a more expensive one.

Garments may be old or new. They may be home-made or ready-made, except the following which must be made by an individual pupil as a part of the regular school work:

- A. The school dress must be made in home economics I or II in class or as home practice or home project work, and must be made of cotton. The total cost of the dress should not exceed \$2.00; a very attractive dress can be made for less.
- B. The informal afternoon and church dress must be made if the school has three years of home economics. It may be a class problem, or a home project or home practice problem. In schools offering only one or two years of work this dress need not

be made as part of the school work, but may be purchased or borrowed for the wardrobe. It must **not** be entered in Entry 13. The dress should be of linen, cotton, or rayon. It must be suitable for any type of informal afternoon, but it may be either long or short.

INDIVIDUAL ENTRIES

Entry No. 3—Personal Account Book. (Open to Home Economics I)

(Judged by Score Card on page 19.)

A personal account book kept six consecutive months showing both income and expenditures. Records must be either all in ink or all in pencil.

Entry No. 4—Personal Account Book and Budget. (Open to Home Economics II and III)

(Judged by Score Card on page 20.)

Same as Entry No. 3, accompanied by a budget for the following year. Entries must be either all in ink or all in pencil. The budget is to be based on a summary of expenses of the past year.

Entry No. 5—Child's Play Dress and Bloomers. (Class work in Home Economics I or II)

(Judged by Score Card on page 20.)

Entry No. 6—Boy's Wash Suit. (Class work in Home Economics I or II)

(Judged by Score Card on page 20.)

Suits must be made with flat fell seams and a placket on each side of trousers.

DESCRIPTION OF "IN PERSON" ENTRIES

Entry No. 7—Food Preparation. (Open to Home Economics I, II, or III)

(Judged by Score Card on page 20.)

The contest is open to two students from each school who have had or are taking some work in food preparation. Entries will be limited to 33 schools. They will be selected in the order of registration.

The purpose of the contest is to test the method and skill in food preparation and to demonstrate a standard for the finished product. The same menu, with supplies and recipes, will be given to each group on entering the

laboratory. They will be expected to prepare the food, set up a tray and leave the kitchen in an orderly condition within a one hour period.

Suitable costume for foods laboratory must be worn by each contestant. Pot holders and paper towels will be furnished as well as recipes.

Entry No. 8—School Costume. (Open to Home Economics I and II)

(Judged by Score Card on page 21.)

The school costume must be modeled by the girl who made the dress. It must follow the requirements for the school costume as listed under Entry No. 2, but must be a different dress.

Entry No. 9—Afternoon Costume. (Open to Home Economics II and III)

(Judged by Score Card on page 21.)

The afternoon dress must be modeled by the girl who made it as part of the regular class work, or as home project or home practice work. Other requirements are the same as those listed under Entry No. 2. A hat should be included.

Entry No. 10—Meal Planning.

This contest is open to one student from each school who has had or is taking some work in food selection.

The purpose of the contest is to test the student's ability to plan menus and to select food suitable for individual and family needs through the use of objective tests.

The problems will include:

- (1) Supplying the missing meal to a day's menu.
- (2) Completing unbalanced meals by adding certain foods.
- (3) Choosing low cost meals.
- (4) Selecting for special diet needs as—a soft diet, a gaining diet, a reducing diet.
- (5) Selection of food for good nutrition of children, high school students and adults.

Entry No. 11—Child Growth and Development. (Open to Home Economics III)

(Judged by an objective test.)

In this entry students will be compared by an objective

test in which they are given an opportunity to apply the principles of Child Growth and Development. Charts and illustrative material may be used to supplement these tests.

The manual used in these tests is covered by reference found in the Manual of Home Economics Education for High Schools issued by the State Department of Education, Montgomery, Alabama.

RULES TO BE READ CAREFULLY

1. Clothing classes must enter as a unit. This means that every girl has done the problem. The local judging must be held after the necessary work, as described under the entry, has been completed by each student. Only the best, as selected in the local judging, should be sent to the State Meet.

2. No one girl can participate in more than three entries.

3. Only one girl from a school may participate in an entry, except Entries 1, 2, and 7, which require the work of a school or a team of two girls.

4. All work submitted for the contest is limited to work done since April, 1936.

5. A school must send **only** such articles as are listed in the entries.

6. Any girl entering the State Meet must be in good standing in school and must have scored among the upper fourth in the school "try-out".

7. A school, whether it sends representatives or not, may enter in Entries 1, 2, 3, 4, 5, and 6.

8. Exhibit entries should be plainly marked with the Entry number, school number, and pupil's name if an individual entry.

9. Directions for marking clothing exhibits: Entries 2, 5, and 6.

(1) A school sending or bringing an exhibit must place on top in the box containing the exhibit an inventory of all articles therein, with the name of the school, the name of each girl, the number of each entry, and the total money cost (excluding labor value) of each total entry. This must **not** be pasted to the box.

(2) The entry number, the student's name, and the number of the school must be typed or printed in

ink on white cotton cloth and sewed on the wrong side at the bottom of each garment in the back.

Garments not labeled according to directions will be eliminated.

10. Exhibits must be received not later than Thursday night, March 25, if mailed; and not later than Friday morning, 8:30 o'clock, March 26, if brought in person.

11. All representatives attending the Meet **must be registered in person by 9:30 A. M., Friday, March 26.**

SCORE CARDS

HOME ECONOMICS YEAR BOOK

1. General appearance	20
2. Material included	80
a. Effectiveness for desired results	15
b. Originality	15
c. Scope and variety	15
d. Quantity	15
e. Organization	20

HIGH SCHOOL GIRL'S WARDROBE

1. General appearance	15
2. Harmony of entire costume	30
a. Design of individual articles	10
b. Color combinations	10
c. The ensemble	10
3. Suitability of each costume to use	20
4. Technique on garments made	15
5. Cost of article in relation to:	20
a. Attractiveness	6
b. Suitability	6
c. Durability	8

PERSONAL ACCOUNT BOOK

1. Neatness	20
a. Words and figures written legibly	
b. Clean and free from ink blots	
c. Neat erasures	
2. Completeness	50
a. Accounts—all items entered for entire time	
3. Accuracy	30
a. Balance and expenditures equal the income	

PERSONAL ACCOUNT BOOK AND BUDGET

1. Neatness	20
a. Words and figures written legibly	
b. Clean and free from ink blots	
c. Neat erasures	
2. Completeness	50
a. Accounts—all items entered for entire time	
b. Budgets—Good apportionment of money to be spent; based on expenditures of past year.	
3. Accuracy	30
a. Accounts should be balanced	
b. Budgets—Some itemization to show details of purchases to be made and amounts to be spent for various items; approximate cost and number of new clothing to be purchased.	

CLOTHING EXHIBITS, ENTRIES 5, 6

Children's Garments

1. Suitability of design and material	65
a. Self help aspects	30
Design	
Fastenings	
b. Economic aspects	15
Durability	
Provision for growth	
Ease of laundering and cleaning	
c. Artistic aspects	20
Beauty of design and color	
Simplicity	
Design in scale for child	
2. Workmanship	35
Neatness and quality of stitching	
Thread fastened	
Reenforcement where necessary, etc.	

FOOD PREPARATION, ENTRY 7

1. Personal appearance of contestant	10
Costume—Suitability, cleanliness and neatness	
2. Preparation of food	80
Organization of time and work	10
Economy and use of equipment	10
Management of fuel	10
Skill in preparation	10

Method of preparation	10
Standard products	20
Appearance of table	10
3. Laboratory neatness	10
Equipment clean and in order	
Towels clean and neatly hung	

SCHOOL AND AFTERNOON COSTUMES, ENTRIES 8, 9

1. General appearance	15
a. Costume—neatness of finish, pressing and cleanliness	5
b. Wearer—personal hygiene, condition of hair, nails, etc.	5
c. Personality, poise, graciousness	5
2. Style	25
a. Posture of wearer	9
b. Design of costume	8
c. Fit of garment	8
3. Material	20
a. Color, becomingness to wearer, suitability to purpose	7
b. Design of material and trimming	6
c. Wearing qualities, fastness of color, texture	7
4. Workmanship	10
5. Appropriateness	10
6. Accessories	10
7. Cost	10

GENERAL INFORMATION

CHILD GROWTH AND DEVELOPMENT

The study of child growth and development should be a part of all home economics programs. The scope and trends of the study are influenced by the preparation of the teacher. This field of teaching is in a state of flux because research is continually bringing facts to light which replace empirical thinking. A high school teacher of home economics can keep modern in her teaching of child growth and development by studying such contemporary publications as **Child Study**, **The National Parent-Teacher Magazine**, **Journal of Home Economics**. Some references suitable for study and discussion of child development at the high school level follow. The material in these references covers the principles of child care which the student will be expected to know.

Author	Publication	Publisher
Goodspeed & Johnson	Care and Training of Children	J. B. Lippincott
Faegre & Anderson	Child Care & Training	University of Minn. Press
Trilley & Nicholas	The Girl and Her Home	Houghton Mifflin Co.
Justin & Rust	Problems in Home Living	J. B. Lippincott
Thom	Everyday Problems of Everyday Child	D. Appleton & Co.
Publication No. 30	The Child from One to Six	Children's Bureau
Publication No. 8	Infant Care	Children's Bureau
Manual of Home Economics	Education for High School	Ala. Dept. of Education

HOME ECONOMICS YEAR BOOK

The purposes of the year book are: First, to help develop the interest and responsibility of home economics departments of the Alabama high schools for acquainting the community with objectives and the projects developed in the home economics department; second, to help develop a state-wide informational program for the benefit of citizens of Alabama regarding the program and activities of home economics in the State; third, to promote the continued growth of intelligent support of home economics throughout the State; fourth, to stimulate the home economics students and teachers to do increasingly better work as they gain the interest and support of their homes, schools, and communities.

PERSONAL ACCOUNTS AND BUDGETING

The record of personal accounts is to show how money has been handled by the individual. This includes a record of both the girl's income and expenditures over a period of at least six months.

There should be a column for Income, in which allowances and money earned is recorded.

Other columns should be headed: Clothing, Personal, Church and Gifts, Education, and Amusements. All expenditures for accessories to the wardrobe and all cleaning of clothing should come in the Clothing column. Materials

for making personal garments in home economics are clothing expenditures. In the Personal column, cosmetics, tooth brushes and paste, shampoos and waves, stamps and stationery, etc., should be recorded. The Education column includes all school supplies and expenses. Amusement expenditures include all recreation, and extra food bought.

A budget is an estimate of the future use of money. It should be based on the set of accounts kept for the previous year.

CLOTHING SELECTION AND CONSTRUCTION

The desire for style is an important factor in modern dress and is one of the reasons people often prefer to buy their clothing. Bought clothing may also be desirable because of lack of time or the low cost of some types of mass production. Every home economics student should consider these points when starting to construct a garment and should strive to make any garment that she constructs superior to one she could buy at a similar cost. To do this, attention must be paid to the following factors of dress:

1. **Design.** The dress design must be suitable for its use and the material, not plain enough to be monotonous nor so elaborate as to cause confusion. It should be becoming to the wearer.

2. **Fit.** In order to have style a dress must fit well. The seams must be correctly placed. The amount of fullness allowed must be comfortable and agree with the fashion silhouette. Particular attention should be given to the fitting of sleeves. If a cap is too short (a common fault of commercial patterns) it can be corrected by cutting the sleeves of the dress out under the arm, thus deepening the cap, or by altering the depth of the cap on the pattern before cutting out the dress.

3. **Workmanship.** No garment has real style when the workmanship is poor or unsuitable. Avoid the use of a thread too coarse for machine stitching. A mixture of decorative hand and machine sewing showing on one garment is usually undesirable. Seams and stitching should be kept as inconspicuous as possible unless used for decoration. A hem put in with a slip stitch is better than one hemmed with close slant hemming or by machine. The size and kind of seams used should be determined by the weight and weave of the material. Overcasting or double stitching is a suitable armscye finish for most wash dresses. Buttons are more suitable than snap-fasteners for garments that need

frequent washings. Fasteners should be sewed on securely with a single thread. No loose threads and no knots should show. Biases should be evenly cut and well joined. Care should be taken not to soil and muss garments in working on them. Pressing of seams, edges, etc., is a great aid during construction.

4. Selection of Materials. Material should be selected to suit the design and purpose of the garment and to be becoming to the wearer. For garments that receive hard usage and frequent laundering durable cotton or linen materials of fast color and low degree of shrinkage are best. Suitable materials for the school dress and the kitchen costume include Indian head, prints, gingham, and percale. For afternoon dresses where daintiness is a characteristic sheerer materials may be chosen, such as voile, organdy, lawn, dimity, and dotted swiss.

The design of the material should cover the surface quietly and evenly, without giving a spotted effect when seen from a short distance. Large figured material should be avoided by the very large or the very small person. Plaids, vivid colors and glossy finishes, tend to make a person look larger and conspicuous.

Trimnings should harmonize with the type of costume and the material used. For school dresses, piping, binding, smocking, cross stitching, trimming in contrasting material, etc., may be used attractively. For more sheer material draped effects, shirrings or, in a few cases, lace may be used. Avoid spotted effects in trimming or too much decoration. Avoid buying cheap-looking, tawdry, or imitation materials. It is better taste and economy in the end to buy good things.

5. Accessories. Accessories may play a double part in a costume, being both useful and decorative. They include hats, shoes, hose, gloves, flowers, belts, ties, handkerchiefs, purses, jewelry, handbags, and umbrellas. It has been said that all art begins in need—hence we may avoid some pitfalls by first determining whether or not an article is necessary, that is, whether the costume would appear incomplete without it or be spoiled by such additions. Therefore, accessories should be well chosen and carefully used.

6. Shoes and hose. Shoes and hose should be serviceable and good in design. Novelty designs and strong color contrasts between them and the dress attract undue attention to the feet.

Shoes should fit the foot correctly, being long enough,

snug around the heel, and fitted under the arch with the first joint of the big toe directly over the out curve of the sole.

The type of shoe should harmonize with the type of costume and be suitable for the amount of standing or walking to be done. Shoes used for school, house work or walking should have a flexible shank, a straight inner line and low broad heels. Oxfords give better support than pumps or strap shoes. For occasional use dress shoes may be worn.

Shoes should always be well cared for—polished, and with no run-down heels or turned-up toes.

7. Undergarments. Undergarments are the foundation for the dress and should never be conspicuous, either by their absence or presence. Therefore, bright colors, colored ribbons, edgings, and elaborately trimmed undergarments should be avoided. The design for the top of the undergarment should conform to the shape of the neckline of the dress, especially if the dress is of sheer material.

8. Cost. Style depends upon a wise selection and combination of attractive and suitable articles of dress and not necessarily upon quantity or actual cost. The cost should always be considered in relation to the girl's fair share of the family income. By wise planning and spending attractive clothes may be had for a very small expenditure.

9. Physical appearance and grooming. To look well-dressed a person must be immaculately groomed. Good posture and good health, with about average weight, help one to have a distinctive appearance. Clothing should permit freedom of movement. If it is too tight it binds and looks uncomfortable and makes the person appear too large for the garment.

MUSIC SECTION

PROGRAM

Friday, March 26

- 10:00 a. m. **Palmer Hall.** General Meeting.
2:15 p. m. **Concert Hall.** Drawing of numbers for order of performance.
2:45 p. m. **Concert Hall.** Judging of solo performances.
2:45 p. m. **Rooms 3, 4, 9.** Seashore and Sight Reading Tests, Theory.
7:30 p. m. **Concert Hall.** Recital, Music Faculty, Alabama College.

Saturday, March 27

- 9:00 a. m. **Concert Hall.** Continued judging of solo performances.
9:00 a. m. **Rooms 3, 4, 9.** Continuation of Seashore and Sight Reading Tests, Theory.
10:00 a. m. **Concert Hall.** Ensemble performances.
10:30 a. m. **Concert Hall.** Solo Performance.
11:00 a. m. **Concert Hall.** Discussion of the sonata by Mr. Ziolkowski.

Aims of the Music Section. The primary aim of the Meet is to offer students the stimulus of hearing other talented students perform, and thus to enable them to get a truer perspective in judging their own accomplishments. The idea of educational gain to the student is the only justifiable reason for holding the Meet, hence the stress upon the organization of performance under definite headings, objectively considered.

Two grades of advancement are used in piano. Either one may be entered. The difference is purely in the difficulty of the compositions selected. Excellence of performance will be of more value than the mere difficulty of attempted note playing.

It is the further aim of those organizing the contest to aid in developing that form of music in which the majority of present high school students may participate with the greatest pleasure and profit. Group participation in music, besides being good training in team-work for the future citizen, affords the mature individual musical and social pleasure which limited time for practice makes impossible

in the field of solo performance. While solo study is essential to ensemble participation, the ideals of group work must be developed from the beginning if they are to function in the adult.

Eligibility. Any regularly enrolled undergraduate student in high school, junior or senior, in the State of Alabama, who is in good standing and under twenty-one years of age, is eligible to register.

Entry. The General Entry Blank should be filled out with special attention to the music section, and mailed by March 19 to the Chairman of the Inter-High School Meet, Mr. W. J. Kennerly, Alabama College, Montevallo.

Examinations. With the exception of examinations V, VI, and VII, which are elective, the following examinations will be required of students in senior high school. Junior high school students may take any examination for which they feel prepared. A student repeating an examination may have a higher record substituted for a previous lower record. Examinations will be given in Montevallo.

1. **Elementary Theory.** As an aid to teachers in developing a more scholarly approach to the study of music, an examination in elementary theory will be required. This will be based upon the first twenty-two pages of Robinson's Music Fundamentals.* As far as practical this examination will be given in connection with the music of the required solo composition. It is hoped that teachers will connect theory and performance, and not permit the text to be merely a test in memory.

2. **Advanced Theory.** The record of every Senior III must include this examination. It will be based on Robinson's Music Fundamentals (pages 23 to 48, inclusive).

3. **Sight Reading.** The record of every Senior III must include one or both sections of this examination:

Instrumental (Piano).

- A. Hymns of the degree of difficulty of Nicaea—"Holy, Holy, Holy".
- B. Compositions of the degree of difficulty of Consolation in E Major from Mendelssohn's "Song Without Words".

Vocal

- A. Songs of the degree of difficulty of "Old Kentucky Home".

*Hall & McCreary Co., Chicago. Price \$.40.

B. Songs of the degree of difficulty of "Silent Night".

4. **Seashore Tests.** Two of the Seashore tests in musical talent will be given. No preparation is possible for these tests.

5. **Appreciation (Elective).** This examination will be based upon the first half of "People and Music" by McGehee** (pages 1 to 170, inclusive).

6. **Appreciation (Elective).** This examination will be based upon the second half of "People and Music" by McGehee (pages 171 to 354, inclusive).

Performance. The solo performance trials will use an "assigned Composition". The latter must be selected from the list appended. It is not necessary to play from memory although it is advised. Evidence of musicianship, the coordination of musical elements, will be valued above mere technical display.

Group Performances, both Vocal and Instrumental. Trios, quartets, and larger ensembles may be used. Schools will be separated into three groups, each group to compete within its own membership: "Group A," to consist of schools of one thousand or more students; "Group B," of three hundred to one thousand students; "Group C," of less than three hundred students. Recognition of group work will be made according to the "Kansas system". Each group will be rated upon a definite scale and will be able to compete with its own record from year to year.

Judging the Performances. Participants in solo and group performances will be concealed from the judges. Evidence of musicianship, not mere technical display, will be valued. As an aid to both teacher and pupil, the following analysis of the basic musical elements is offered:

POINTS TO BE VALUED IN PERFORMANCE, AND THEIR DEFINITIONS

Rhythm. Adequate basic pulsation suited to the character of the composition and to the means of performance: accelerandos, ritards, and rubatos consistent in variation.

Phrasing. Figures, phrases, and larger elements of structure made sufficiently vivid to support consistently the character of the composition.

Dynamics. Climaxes of phrase, section, and whole com-

**Allyn and Bacon Co., Atlanta. Price \$1.40.

position with contrasts and gradations suited to the character of the composition.

Quality of Tone. Tone suited to character of composition, varied, and produced fluently even under technical and emotional stress.

Artistic Unity. Coordination of all elements inspired by conception of the composition as a unity of emotional purpose.

Diction (Vocal). Unrestricted projection of song in moderately sized auditorium so that context is fully grasped by auditor even in passages of technical and emotional intricacy.

Intonation (Vocal, Strings, and Wind). No deviations of a disturbing nature.

Ratings will be made of each performance upon the following scale:

Honor Rating	I	Highly Superior
Honor Rating	II	Superior
Honor Rating	III	Excellent
Rating	IV	Good
Rating	V	Average
Rating	VI	Below average
Rating	VII	Inferior

These ratings together with the students' other achievement records will be sent to each teacher after the contest.

REQUIRED AND CHOICE COMPOSITIONS

REQUIRED COMPOSITION—PIANO A

Sonatina D Major	Seiss	\$.40
(No repeats. First Movement only)		

CHOICE COMPOSITION—PIANO A

Butterflies Op. 81, No. 1	Merkel	.40
Barcarole	Ehrlich	.28
Tailor and the Bear	MacDowell	.63
Gavotte G Major	LaForge	.40

REQUIRED COMPOSITION—PIANO B

Sonatina in C, Op. 55, No. 3	Kuhlau	.28
(No repeats. First Movement only)		

CHOICE COMPOSITION—PIANO B

Dance Caprice Op. 28, No. 3	Grieg	.24
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Knight Rupert	Schumann	.16
Elfin Dance	Jensen	.20
Butterflies	Grant-Schaefer	.40

Violin

REQUIRED COMPOSITION

Sonata No. 4 in D Major (Adagio) ..	Handel	.45
(No repeats. First Movement only)		

CHOICE COMPOSITION

Serenade	Drdla	.32
Madrigale	Simmonetti	.28
Minuet	Haydn-Friedbert	.60
Chanson Louis VIII—Pavane	Couperin	.64
Liebeslied	Kreisler	.64

Voice

REQUIRED SONG—SOPRANO

A Woodland Journey	Franz	
Included in Pathways of Song90
Volume I for Soprano (Edited by Frank LaForge, Publisher—Wit- mark)		

CHOICE SONG—SOPRANO

Any other song in same volume.

REQUIRED SONG—CONTRALTO

My Dear One's Mouth	Brahms	
Included in Pathways of Song Volume II for Contralto		

CHOICE SONG—CONTRALTO

Any other song in same volume.

Organ

REQUIRED COMPOSITION

Prelude and Fugue No. 2	Bach	.75
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CHOICE COMPOSITION

Andantino	Franck	.40
Vision	Rheinberger	.40
Hosanna	Wachs	.48

SPEECH AND DEBATE

The classifications for Speech competition will be as follows:

- I. Interpretation
 - A. Poetry
 - B. Prose
 - C. Story Telling
- II. Speech
 - A. Diction and Voice
 - B. Debate
- III. Plays

REGULATIONS

These instructions should be read carefully, in order that no participant may be at a disadvantage.

Limitations. Each school may enter one student in Poetry; one in Prose; one in Story Telling; one in Diction and Voice; two teams (one negative and one affirmative) of two students each in Debate; one play cast for Plays, the number in the cast being unlimited (but care should be taken against possible conflicts if members of the cast are entering other groups).

Eligibility. Only girls of undergraduate standing and Senior High School rank, pursuing a course toward graduation, are eligible.

Selections. All numbers must have literary merit. We recommend that you write for our play-writing contest plays, which are non-royalty material.

Specific Instruction on Selection and Preparation. Prose, Poetry, and Plays must be memorized. Debates may not be read. Preparation for Diction and Voice group means drill in clear enunciation, articulation, and beautiful sounds in voice. Write to Miss Ellen-Haven Gould, Chairman of the Speech Division, and ask for the Poetry Syllabus and the Story Telling Syllabus. No poem will be acceptable to the program unless it is chosen from the Syllabus.

Plays of the "slap-stick" variety are not acceptable. Plays with men's parts for the leads are not advisable; and difficult stage settings and properties are not encouraged. The simulating of a stage idea often makes a more artistic piece of work and demonstrates greater ability. New and

non-royalty plays are encouraged. Names of play publishers will be supplied by the division chairman upon request.

Sources of debate material will be supplied on request.

Time. Prose must not exceed eight minutes; Plays thirty minutes; Story Telling eight minutes; and Debate twenty minutes to a side.

Registration. Each school expecting to enter any phase of the Speech groups will fill out carefully the General Entry Blank inserted in this bulletin, giving special attention to the Speech Division, and mail the entire blank by March 19. Please make certain that full information is given as requested. This includes title and author of play, list of necessary pieces for the setting, and a sketch of the stage placing doors, windows, and furniture, and indicating the type of background.

Preliminaries. Where the number of contestants demands, preliminaries will be held.

Basis of Judgment. Judges of Poetry, Prose, and Story Telling will take into consideration the articulation, enunciation, pronunciation, voice, platform ease, poise, delivery, and interpretation.

Plays will be considered on the basis of direction and acting, including pantomime and speech, stage craft, including scenery, properties, lighting, and adjustment to setting available; and choice of play.

Debates will be judged on knowledge and analysis of question, organization and adaptation of arguments, and delivery and speech.

Awards. Recognition will be given in the form of certificates indicating the ranking of participants.

Subject for Debate. Resolved: That All Electric Utilities Should Be Governmentally Owned and Operated.

Play Production. Gray, black, or gold backgrounds are available. The Speech Entry Blank requires specification as to preference in background, so that arrangements can be made for shifting to the best advantage. The gray background will allow a setting of fifteen feet in depth; the gold or black allows only seven feet. If a light plot is desired, this too must be specified in advance. Demands for type settings in furniture cannot be met. A diagram of stage setting as well as a furniture list must be submitted one week ahead. Schools will be responsible for their own

properties and any unusual needs. Local counsellors will assist in collecting such properties, but accuracy in detailed settings cannot be promised.

Round Table. A meeting will be held for discussion of problems, weaknesses, possibilities, and for exchange of helpful suggestions. Speech teachers are urged to attend and bring interested students or friends. The General Program, given on arrival, will specify the hour of a business meeting for special instructions prior to opening of the programs. Contestants are held responsible for information given at this Speech Group Meeting.



GENERAL

The following is a list of the names of the persons who have been appointed to the various positions in the office of the Secretary of the Board of Education, for the year 1890-1891.

SECRETARY

1890

